DOCUMENT RESUME

ED 064 239 SP 005 725

TITLE Mid-Continent Regional Educational Laboratory. Annual Report 1971.
INSTITUTION Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
PUB DATE 71
NOTE 20p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Curriculum Development; Educational Programs; *Educational Research; *Inquiry Training; *Inservice Education; *Inservice Programs; *Instructional Programs; Instructional Staff; Training

ABSTRACT

This annual report provides an overview of the major activities of the Mid-Continent Regional Educational Laboratory (McREL) for the fiscal year ending November 30, 1971. Three major areas of concentration are a) systems for training education personnel, b) in-service staff training, and c) inquiry oriented instructional systems. Systems for training education personnel emphasize special techniques to promote greater awareness on the part of the teacher of self, pupils, and others. The program currently comprises modules of instruction to equip teachers to understand the needs of inner-city pupils and to develop skills to improve inner-city education. In-service staff training identifies clusters of elementary and junior high schools in a neighborhood that feeds into a high school. Teachers in each cluster receive 20 hours of instruction designed to promote staff unity and help students to develop a positive self concept. Teachers are taught to develop curriculum around modern social realities, and teacher behavior is explored using role playing and intensive seminar discussion. The inquiry-oriented instructional system is composed of six components developing skills by which a teacher can measure and analyze the effect of his behavior on the students, the effects of student behavior on each other and learn to modify these effects to more desirable ones. List of laboratory personnel, participating schools and agencies, expenditures, and corporation members are included. (Author/MJM)

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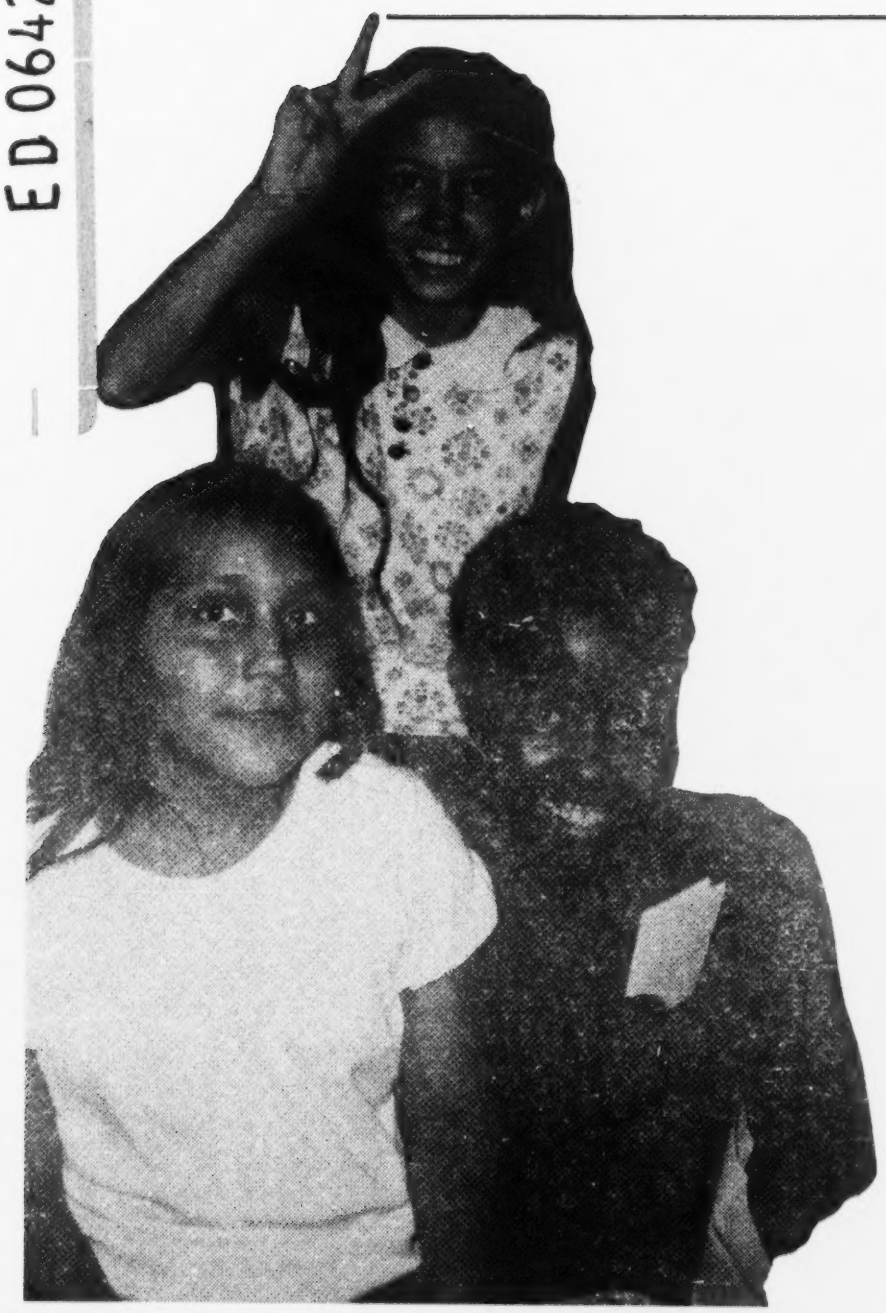
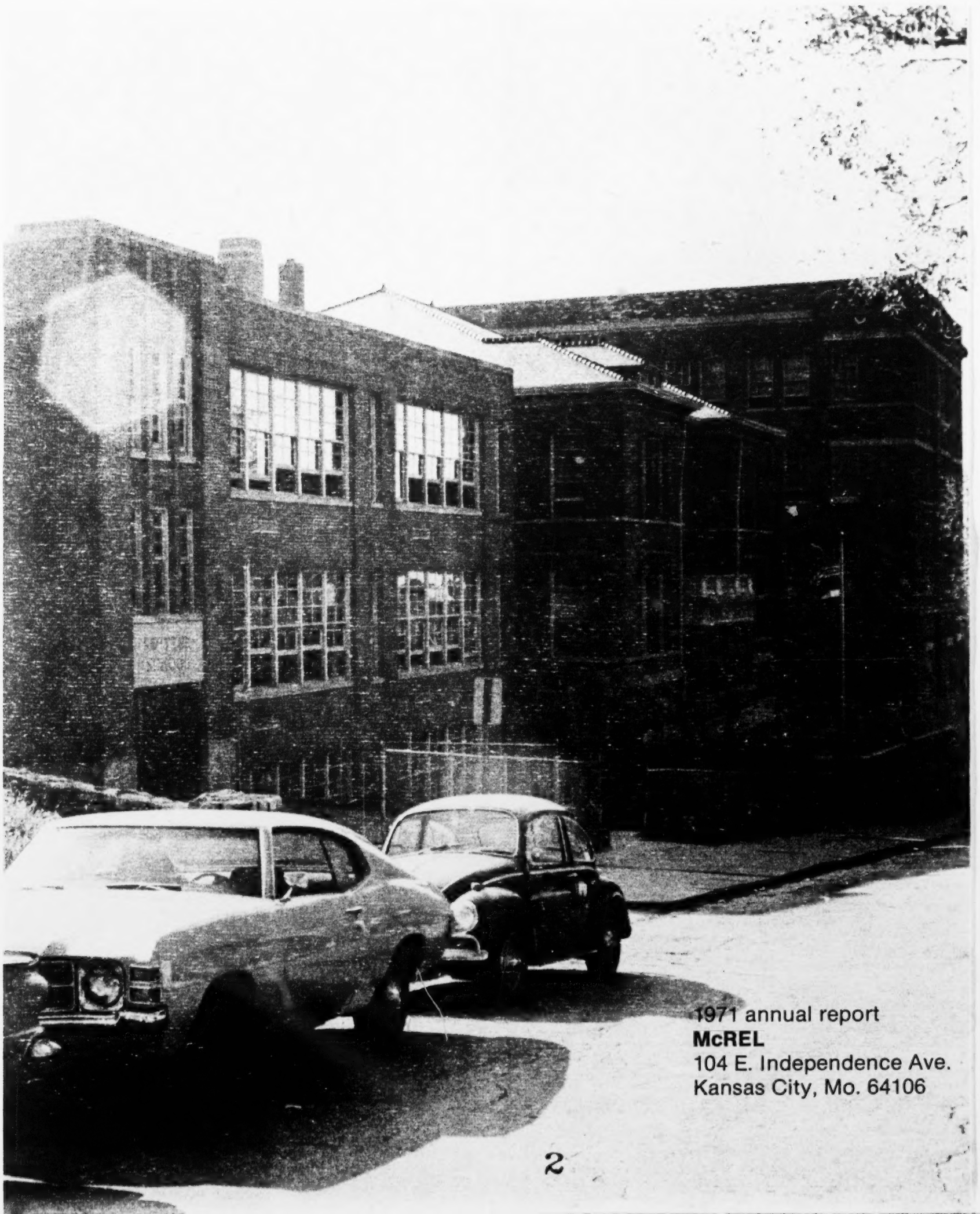


ANNUAL REPORT 1971

Mid-Continent Regional Educational Laboratory

SP 003 125



1971 annual report
McREL
104 E. Independence Ave.
Kansas City, Mo. 64106

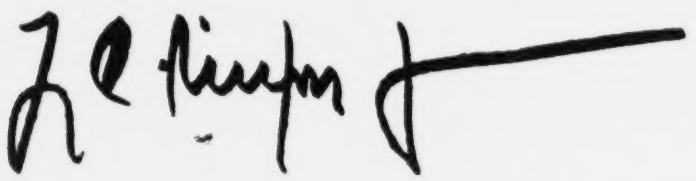
director's message

We are pleased to present the Annual Report providing an overview of the major activities of the Midcontinent Regional Educational Laboratory for the fiscal year ending November 30, 1971.

We approach 1972 confidently and with considerable optimism growing out of successful program development efforts during the past year. A continuing contract with the U. S. Office of Education has been negotiated and a variety of new support possibilities are being explored. In 1972 we will have, for the first time, an opportunity to develop a Basic Program Plan for multiple year funding. Future relationships with USOE are expected to relate closely with the emergence of the National Institute for Education.

For these and other reasons the Laboratory's immediate future can be seen transitory in nature and style. We will continue to focus upon the closer articulation of past and present programs, and therefore confirm our commitment to deal more precisely with the development of improved instructional systems. Emphasis shall recognize increasingly the installation and diffusion potential for McREL developed products and processes.

We will appreciate your continued interest and support as the Laboratory achieves an increasing measure of maturity in its ability to provide tested alternatives for the improvement of education for today's youth.



systems for training education personnel

During the past year, McREL has concentrated its efforts on staff development and improving the learning environment of inner city youngsters. Laboratory-trained staffs have continued training student teachers in the Cooperative Urban Teacher Education program ongoing at four sites—Kansas City, Oklahoma City, Wichita and Omaha. A new site at St. Louis is anticipated this year.

Since the inception of the program more than 600 student teachers have received training for teaching in inner city schools. Some 400 college instructors and administrators have been involved with the program and almost 20,000 inner city youngsters have benefited from the training their teachers have received.

A manual for installing the program is now available from the laboratory.

The Cooperative Urban Teacher Education program has continuing impact on teacher preparation programs at participating institutions. A Training Systems Clinic for College Personnel represents a new dimension of the Cooperative Urban Teacher Education program which brings about modifications in the preparation of teachers for inner city schools. The clinic, planned to be held in the spring for deans and professors from colleges and universities participating in the Kansas CUTE program, will replicate experiences of CUTE student teachers. The fact that the clinic is planned for college trainers of teachers is further proof of the impact of CUTE.

Inservice staff development, particularly for teachers in inner city schools, is a newer laboratory effort. The emphasis is on special techniques to promote greater awareness on the part of the teacher of self, pupils and others. Components of this

laboratory effort were design tested at the Switzer School and revisions are being field tested at the Woodland School, both Kansas City elementary schools. The program currently comprises modules of instruction to equip teachers to understand the needs of inner city pupils and to develop skills to improve inner city education. Through techniques that will improve the pupil's self image and learning skills and through strategies that will enhance interpersonal relations the program seeks to develop a new breed of professional educator for the inner city.

Evaluation of the efforts at Switzer Elementary School showed marked improvement in community involvement and absenteeism. Pupil absenteeism dropped from 27 percent to eight percent. During the course of the school year each teacher visited the home of every pupil in his classroom. A questionnaire sent to parents received an overwhelming 90 percent response.

"My child likes his teacher," said 85 percent of the parents.

"My child's teacher likes teaching at the school," said 78 percent.

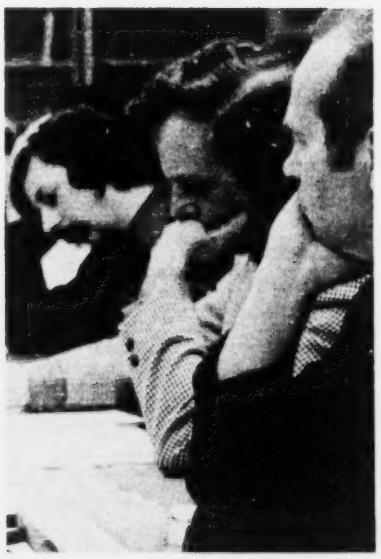
"My child has made new friends of other races and ethnic groups," said 76 percent.

"My child is learning what he needs to learn at school this year," said 75 percent.

A Pulitzer prize-winning reporter from the **Chicago Daily News,** in a comprehensive national report on schools that succeed, included the Switzer story in a series that ran in **Daily News** syndicated papers across the nation.

Two schools comprising 40 teachers and 1,000 students have participated in the program.

inservice staff training



The laboratory has also been working with school districts holding workshops for staff development. McREL has an agreement with the Wichita Public Schools to carry out development programs for existing staffs in area schools under the Emergency School Assistance Program.

This project identifies clusters of elementary and junior high schools in a neighborhood that feed into a high school. Teachers from each cluster receive twenty hours of instruction designed to promote school staff unity and help students to develop a positive self concept. Teachers are taught to develop curriculum around modern social realities and teacher behavior is explored using role playing and intensive seminar discussion.

Horace Mann Junior High School in Wichita is in its second year of participation in the workshops. It was the only inner city junior high school with no incidence of racial unrest or violence during the 1970-71 academic year. Absenteeism decreased 50 percent over the previous year. Over 1,200 teachers have participated in area workshops in Wichita and Andale, Kansas.

The Bartlesville, Oklahoma public schools involved all segments of the school situation in a staff development workshop held during the year. Five hundred teachers, parents and students participated in a two-day workshop.

inquiry-oriented instructional systems

In Lincoln, Nebraska another laboratory staff development project is proving itself in areas beyond its original classroom application. The inquiry approach first came to Robin Mickle Junior High, a modern but overcrowded school in an older middle-class neighborhood with a history of school problems, two years ago when two classroom teachers attended a trainer workshop for Inquiry Skills Development conducted by the University of Nebraska in conjunction with Mid-continent Regional Educational Laboratory. Administrators suggest the high percentage of the homes with both parents working leaves too much unsupervised time for youngsters in their early teens and creates a feeling on the part of these youngsters that nobody cares.

The six components of the inquiry program develop skills by which a teacher can measure and analyze the effect of his behavior on the students, the effects of student behavior on each other and learn to modify or change these effects to more desirable ones. Over 900 children at Robin Mickle have become partners in the exploration and resolution of educational problems.

As the ideas of inquiry began to be understood and used, not only subject matter but traditional school functions became inquiry oriented. The student council learned to use "information gathering" before making decisions. Another inquiry approach is use of the small group. The PTA was divided into small discussion groups on any subject apt to catch a parent's eye. Parents responded and began visiting school for the first time in three years.

Traditional time schedules and limitations were questioned and modified. Truancy, vandalism and major disruptions have decreased. Failures in the first year of the program were less than two percent.

In cooperation with Model Cities, McREL has been developing a social studies curriculum to facilitate involvement of intermediate grade students in the study of their own neighborhood. Stressing the psychological as well as sociological aspects of social studies, the curriculum enables the student to reassess his value system.

The program works with 38 teachers and 1,000 children in five schools to categorize the tested activities which elicit the greatest response in the inner city and to train teachers how to use the environment available to them to educate inner city children.

The Thirty-First Street Neighborhood School, one of the five, has evolved an open classroom plan. McREL, in cooperation with Model Cities, will also be working to develop classroom materials and methods to teach other teachers some of the things being learned there.

In Gretna, Louisiana McREL's inquiry approach is being field tested in a unique setting utilizing the school counselor. The five large high schools of Jefferson Parish each have about 3,000 students and the integrated ethnic mixture is predominantly French, blacks and whites from all income levels resulting in a variety of attitudes manifested by parents and the related problems which pupils have in adapting themselves to the differing roles which they assume in the biology classrooms of ten teachers where the inquiry approach is used.

During the past year in Louisiana the program has used school counselors in the classrooms regularly to help students in their designated team roles. Counselors do not help with biology data; they aid students in seeing how other students react to them in their roles as team coordinator, data recorder, technical advisor and process evaluator; how they regard themselves; how these things affect the results of their learning endeavor and other similar questions. Counselors are generally pleased with their work in the classroom, feeling that they are finally using their training to help the normal child instead of spending their limited time on only the most troublesome.

McREL continues to seek more applications for its tested research in using the inquiry approach as the program also develops methods to disseminate its findings.

Cooperative relationships between the laboratory and a variety of school districts, teacher training institutions and other support agencies have been profitable and will continue to be sought.

Through participation with these schools the laboratory has been developing training systems and modules of instruction which seek to improve education through increased emphasis on inquiry as a mode of learning and emphasis on new designs for education in the urban setting. These systems and modules of instruction continue to be refined and packaged in ways that contribute to the transportability of the programs and their installation in much larger and more varied settings.

forward planning

During mid and late 1971, the laboratory began to explore a number of opportunities and alternatives requiring critical assessment. Evidence available from users of McREL—developed systems for training education personnel suggested installation, diffusion and marketing of products would be important facets for new long term planning. Continuing support for the short term future has been obtained, but is seen as interim and limited. Relationships between McREL and the United States Office of Education and the apparent emergence of new guidelines relating to USOE and to the forthcoming National Institute for Education must be seen in sharp perspective. McREL is in a transitory stage in its development.

The continuing development of a variety of systematically assembled, tested and installed programs to improve pre- and inservice training of educators, especially for the target population and environment of the inner city school is a McREL focus. Techniques and procedures applicable to user situations wherein instruction and administrative staff development are of prime importance suggests a key for forward planning. Improving the skills of management to be applied at the place of learning and operation—the school and the classroom—and there applied with systematic, tested training patterns together suggest a forward plan for McREL's commitment.

That McREL has been able to engage with a variety of funding sources and education agencies is a prime source of strength. That the U. S. Office of Education continues to emphasize renewal and retraining objectives for education personnel is pertinent to McREL's planning.

In retrospect, McREL has a short history indeed. That some of its development efforts have achieved important recognition in so short a period of time and with ever present manpower and financial limitations, will please many of its staunch supporters. However, in perspective, the laboratory is now challenged to have its products, its systems for training education personnel and its research and development findings installed for massive impact.

laboratory personnel

EXECUTIVE DIRECTOR'S OFFICE
Lochran C. Nixon, Jr., Executive Director
Norma J. Watson, Administrative Assistant

INNER CITY TEACHER EDUCATION PROGRAM
Grant M. Clothier, Coordinator
Terry Carlson, Program Development Specialist
Don W. Dickerson, Program Development Assistant
Sue R. Fremerman, Research & Evaluation Assistant
M. Elizabeth Kingsley, Program Development Assistant
Joseph S. Sakumura, Research & Evaluation Specialist
Clifford B. Tatham, Research & Evaluation Specialist
Helen N. Wait, Program Assistant
Betsy N. Zegarac, Research & Evaluation Assistant
Byrce B. Hudgins, Program Development Consultant

Inner-City Inservice Teacher Education
Ruth Marie Hough, Coordinator of Planning
Verdaine Curry, Teacher-Consultant
Geraldine Owens, Teacher-Consultant
Joyce Reid, Teacher-Consultant
Theresa Murillo, Teacher-Consultant
Ora O'Neil, Teacher-Consultant
Molly J. McCampbell, Research & Evaluation Specialist
Ginny L. Ward, Research & Evaluation Assistant

Innovative Social Studies: Urban Elementary Schools (ISSUES)
William B. Lieurance, Director
Rosella M. Hill, Community Representative
Donald L. Mitchell, Social Studies Consultant
John L. Rivette, Social Studies Consultant

DEVELOPMENT OF INQUIRY SKILLS PROGRAM
Paul G. Koutnik, Coordinator
Richard M. Bingman, Program Development Specialist
James Y. Chan, Research & Evaluation Specialist
Charles R. Dowler, Research & Evaluation Assistant
R. Alan O'Rear, Data Processing Assistant
Lowell A. Seymour, Research & Evaluation Specialist
Virginia L. McBride, Technical Assistant

Instrument Development
Eugenia M. Koos, Research Psychologist
C. Benton McConnell, Program Development Assistant
Paul A. Lombardo, Technical Asst.—Program Development

Instructional Staff Development-Lincoln
Jerry Baily, Program Development Consultant
Ron Joekel, Program Development Consultant
John Lux, Program Development Consultant
Roger Macklem, Program Development Consultant
Alan T. Seagren, Program Development Consultant
Delivee Wright, Program Development Consultant

PLANNING, DEVELOPMENT & SUPPORT SERVICES
William J. Hill, Coordinator

Communications Division
Adele M. Lewis, Publications Officer
Karen A. Basey, Communications Assistant
Marion V. Pike, Communications Assistant

Computer Program Division
John J. Pietrusiewicz, Computer Programmer & Data Processor
John E. Ozga, Jr., Data Manager—Data Processor

Management Information Division
Kenneth A. Burton, Management Information Assistant

Media Division
Daniel E. Courtney, Media Specialist
Jack Pisciotta, Media Technician Engineer

Resource Center
Leta H. Tyhurst, Information Assistant

Business Office
Keith Collins, Manager of Business Services
Vernon Voorhees, Contracts Officer

Personnel Office
Bertha J. Hultberg, Personnel Officer

OPERATIONAL PROGRAMS
Cooperative Urban Teacher Education—Kansas City, Mo.
Emma Jean Clark, Director & Elementary Teacher Education Specialist
Manouchehr Pedram, Secondary Teacher Education Specialist
Curtis Franklin, Psychiatrist
Irving Kartus, Psychiatrist
Alvin Brooks, Sociologist
Tony Parmer, Sociologist

Cooperative Urban Teacher Education/Staff Development Projects—Wichita, Ks.
James W. Abbott, Director & Coordinator, Field Relations
Billy C. Hancock, Program Development Specialist
Michael L. Killingsworth, Program Assistant
Phillip J. Lepak, Communications Assistant
Winton Crown, Program Consultant
J. R. Muci, Program Consultant
Hugh D. Riordan, Psychiatrist
John E. Valusek, Psychologist
John J. Hartman, Sociologist
Bobbye J. Humphrey, Sociologist

participating schools

Kansas

Bethel College
Newton
Bethany College
Lindsborg
Benedictine
Atchison
Donnelly College
Kansas City
Friends University
Wichita
Kansas State Teachers College
Emporia
Kansas State University
Manhattan
Kansas Wesleyan University
Salina
Marymount College
Salina
University of Kansas
Lawrence
McPherson College
McPherson
Ottawa University
Ottawa
Sacred Heart College
Wichita
St. Mary of the Plains College
Dodge City
Southwestern College
Winfield
Sterling College
Sterling
Tabor College
Hillsboro
Baker University
Baker
College of Emporia
Emporia
St. Mary College
Xavier
Bishop Miege High School
Shawnee Mission
Shawnee Mission West High
Shawnee Mission

Wichita, Kansas

Brooks Junior High School
East High
West High School
North High School
Horace Mann Junior High School
Lawrence
Irving
Mueller

Kansas City, Kansas

Rosedale High School
Sumner High School
Northwest Junior High School
Central Junior High School
Northeast Junior High School
Bryant
Douglass
Hawthorne
Morse
Dunbar
Kealing
Riverview
Stowe
Ingalls
Grant

Missouri

William Woods College
Fulton
Westminster College
Fulton
Avila College
Kansas City
Central Methodist College
Fayette
Drury College
Springfield
Evangel College
Springfield
Lincoln University
Jefferson City
Missouri Valley College
Marshall
Park College
Parkville
Rockhurst College
Kansas City
Stephens College
Columbia
Tarkio College
Tarkio
William Jewell College
Liberty

Kansas City, Missouri

Central Senior High School
Central Junior High School
Lincoln High School
Lincoln Junior High School
Manual High School
West High School
East High School
Martin Luther King Junior High
St. Pius X High School
Karnes
Garrison
C. A. Franklin
D. A. Holmes
Switzer
Thirty-First Street Neighborhood School
Our Lady of the Americas
Woodland
Mary Harmon Weeks
Attucks
Central
Douglass
Greenwood
Linwood
Manual
Phillips
Washington
Wheatley
Yates

Nebraska

University of Nebraska, Omaha
Omaha
University of Nebraska, Lincoln
Lincoln
Doane College
Crete
Nebraska Wesleyan University
Lincoln
Creighton University
Omaha
Peru State College
Peru
Wayne State College
Wayne
Chadron State College
Chadron
Midland Lutheran College
Fremont
Dana College
Blair
Concordia Teachers College
Seward
College of St. Mary
Omaha
Hastings College
Hastings
Kearney State College
Kearney

Hiram Scott College
Scottsbluff
Norris High School
Firth
Plattsmouth High School
Plattsmouth
Platteview High School
Springfield
Ralston High School
Ralston
Lincoln Northeast High School
Lincoln
Waverly High School
Waverly
Blair High School
Blair
Raymond Central High School
Davy
Millard High School
Millard
Westside High School
Omaha
Wahoo High School
Wahoo
Goodrich Junior High School
Lincoln
Gretna High School
Gretna

Lefler Junior High School
Lincoln
Lincoln East Educational Complex
Lincoln
Lincoln Southeast High School
Lincoln
Mickle Junior High School
Lincoln

Omaha, Nebraska

Monroe Junior High School
George V. Norris High School
Valley View Junior High School
Westbrook Junior High School
North High School
Horace Mann Junior High School
Technical High School
Technical Junior High School
Lake
Monmouth Park
Kellom
Lothrop
Kennedy
Clifton Hill
Jackson

Oklahoma

Langston University
Langston
Bethany Nazarene College
Bethany
Oklahoma Christian College
Oklahoma City
Oklahoma City University
Oklahoma City
University of Oklahoma
Norman
Southwestern State College
Weatherford
Central State College
Edmond

Oklahoma City, Oklahoma

Creston Hills
Columbus
Culbertson
Dewey
Dunbar
Edison
Edwards
Eugene Field
Harmony
Lincoln
Longfellow
Mark Twain
Page

Polk
Riverside
Sequoyah
Truman
Willard
Woodson
Garden Oaks

Knoxville, Tennessee

Knoxville Public Schools
Knoxville College
University of Tennessee

Louisiana
West Jefferson High School
Harvey
L. W. Higgins High School
Marrero
Grace King High School
Metairie
East Jefferson High School
Metairie
Riverdale High School
New Orleans

Iowa
Iowa State University
Ames
University of Iowa
Iowa City

Colorado
Denver Public Schools
Denver University

Illinois
Shimer College
Mt. Carroll
Northeastern Illinois State College
Chicago
De Paul University
Chicago
Chicago State College
Chicago
Loyola University of Chicago
Chicago
Concordia Teachers College
River Forest
Roosevelt University
Chicago

Texas
Texas Tech University
Lubbock

New York
State University of New York
Stonybrook

Pittsburgh, Pennsylvania
Bethel Park High School
Hampton High School
Pittsburgh City Schools

Hawaii
University of Hawaii Lab School
Honolulu

participating agencies

The Institute for Development of Educational Activities, Inc.
Melbourne, Florida
The National Science Foundation
Washington, D. C.
Jefferson Parish School District
Gretna, Louisiana
Chicago Consortium of Colleges and Universities
Chicago, Illinois
Omaha Public School Dist., Nebraska State Dept of Education
Omaha, Nebraska
Higher Education Council of Metropolitan St. Louis
St. Louis, Missouri
Nebraska Consortium of Colleges and Schools
Omaha, Nebraska

expenditures

Fiscal Year 1971

Inner City Teacher Education Program		
Title IV Funding	$477,950.00	
Model Cities	118,981.45	
Danforth Foundation	12,950.64	
Wichita Public Schools	5,954.00	
CUTE Participants-Wichita	20,719.28	
CUTE Participants-K. C.	11,442.27	
Northwestern Bell Telephone	313.11	
Total ITE expenditures		$648,310.75
Development of Inquiry Skills Program		
Title IV Funding	391,050.00	
Total DIS expenditures		391,050.00
Educational Management Systems Program		
Kansas State Department of Education	129,157.00	
Total EMS expenditures		129,157.00
Miscellaneous		
External Relations	1,836.00	
Total miscellaneous		1,836.00
Total Expenditures Fiscal Year 1971		$1,170,353.75

corporation members

MISSOURI

R-4 School District
Mr. William Franken, Superintendent
901 Main
Blue Springs, Missouri 64015

Consolidated School District #4
Mr. V. C. Harrison, Superintendent
724 Main
Grandview, Missouri 64030
Nativity of BVM School
Sister Mary Loretta Beier
10021 East 36th Street Terrace
Independence, Missouri 64052

Independence Public Schools
Dr. Guy Carter, Superintendent
1231 South Windsor
Independence, Missouri 64055

Fort Osage R-1 School District
Mr. Victor D. Gragg, Superintendent
Route 2—Box 928
Independence, Missouri 64056

Lexington R-V Schools
Mr. Roy B. Gerhardt, Superintendent
100 South 13th
Lexington, Missouri 64067

Liberty Public Schools
Mr. Robert E. Black, Superintendent
14 South Main
Liberty, Missouri 64068

William Jewell College
Dr. Robert F. Wicke
Associate Professor of Education
Liberty, Missouri 64068

Odessa R-VII School District
Mr. Robert B. Campbell, Principal
713 South Third
Odessa, Missouri 64076

Richmond R-XIII School District
Dr. Allan C. Henningsen, Superintendent
100 Royle Street
Richmond, Missouri 64085

Smithville R-II School District
Mr. Joe Burson, Superintendent
Smithville, Missouri 64089

Central Missouri State College
Dr. Warren C. Lovinger, President
Warrensburg, Missouri 64093

Naturalization Council—Metropolitan Area—KC
Mrs. Maynor Brock, Executive Director
127 West 10th—468 Board of Trade Building
Kansas City, Missouri 64105

Kansas City General Hospital & Medical Center
Patricia Krull, Administrator
24th and Cherry Streets
Kansas City, Missouri 64108

Rockhurst College
Reverend Robert Weiss, S. J., Dean
5225 Troost
Kansas City, Missouri 64110

Center for Study of Metropolitan
Problems in Education
Dr. Daniel U. Levine, Director
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Institute for Community Studies
Dr. Paul H. Bowman, Executive Director
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Kansas City, Missouri 64111

Institute for Pupil Study
Banneker School
Miss Helen E. Doyle, Director
1310 Wabash
Kansas City, Missouri 64127

North Kansas City School District
Dr. R. B. Doolin, Superintendnet
2000 Northeast 46th Street
Kansas City, Missouri 64116

Center School District #58
Mr. Don Richmond, Superintendent
8701 Holmes
Kansas City, Missouri 64131

CSD #1 Hickman Mills
Dr. David R. DeHelms
Assistant Superintendent
10901 Blue Ridge Boulevard
Hickman Mills, Missouri 64134

Diocese of Kansas City & St. Joseph
Mr. John Schmieder
Superintendent of Schools
P. O. Box 1037
Kansas City, Missouri 64141

Avila College
Sister Marie Georgette, C. S. J.
11901 Wornall Road
Kansas City, Missouri 64145

Loretto in Kansas City
Sister Kristin McNamarn, Principal
12411 Wornall Road
Kansas City, Missouri 64145

Albany R-III School District
Mr. Melvin L. Twaddle, Superintendent
101 West Jefferson
Albany, Missouri 64402

Dr. Don Petry
Northwest Missouri State College
Maryville, Missouri 64468

South Holt R-1 Schools
Mr. Donald R. Palmer, Superintendent
P. O. Box 257
Oregon, Missouri 64473

Reorganized R1
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312 South 11th Street
Tarkio, Missouri 64491

Carrollton R-VII Schools
Mr. Irwin R. Thomas, Superintendent
Carrollton, Missouri 64633

Clinton Public Schools
Mr. James A. Woolcott, Superintendent
West Allen
Clinton, Missouri 64735

El Dorado Springs R-II School
Mr. Harold E. Griffin, Superintendent
Box 191
El Dorado Springs, Missouri 64744

Jasper R-5 School District
Mr. Danny Houser, Superintendent
Jasper, Missouri 64755

Lowry City C-4 School District
Mr. Duane Brodersen
Lowry City High School
Lowry City, Missouri 64763

Stephens College
Dr. James G. Rice
Vice President for Educational Development
Columbia, Missouri 65201

Columbia College
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Columbia, Missouri 65201

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Mexico School District #59
Mr. L. Buford Thomas, Superintendent
920 South Jefferson
Mexico, Missouri 65265

Mr. Alvin R. Lowe
Superintendent of Schools
Marshall, Missouri 65340

Mr. Armin H. Bueker
1159 S. Lafayette
Marshall, Missouri 65340

Lebanon R-3 School District
Mr. Paul K. Johnson, Superintendent
416 North Adams
Lebanon, Missouri 65536

Branson School District R-4
Mr. John E. Chase, Superintendent
Branson, Missouri 65616

Cassville R-4 Schools
Mr. James E. Ford, Superintendent
14th and Main
Cassville, Missouri 65625

Monett R-I School District
Mr. Ralph Scott, Superintendent
Box 191, 700 Ninth Street
Monett, Missouri 65708

Republic R-III Schools
Mr. William Schatz, Superintendent
Republic, Missouri 65738

West Plains Public Schools
Mr. John Canfield, Superintendent
Box 87
West Plains, Missouri 65775

Willard R-II Schools
Mr. J. F. Coday, Superintendent
Willard, Missouri 65781

Drury College
The Reverend William E. Everheart, President
Springfield, Missouri 65802

Southwest Missouri State College
Office of the President
Springfield, Missouri 65802

NEBRASKA

Bennington Public School
Mr. Merle J. Beck, Superintendent
121 N. Stark
Bennington, Nebraska 68007

Fremont Public Schools
Mr. Lloyd W. Sexton
Superintendent of Schools
Fremont, Nebraska 68025

Educational Service Unit #2
Mr. C. H. Bones, Administrator
415 East 23rd
Fremont, Nebraska 68025

Louisville Public Schools
Mr. Gerald W. Martin, Superintendent
Louisville, Nebraska 68037

Lyons Public School
Mr. William G. Edwards, Superintendent
Box 526
Lyons, Nebraska 68038

Papillion Public Schools
Mr. Paul D. Basler, Superintendent
Papillion, Nebraska 68046

Neumann High School
Reverend John A. Zastrow, Superintendent
202 South Linden
Wahoo, Nebraska 68066

Archbishop Ryan Memorial High School
Sister M. Pacis, O. S. F.
5161 L. Street
Omaha, Nebraska 68117

Creighton University
Mr. Eugene F. Gallagher
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Omaha, Nebraska 68131

St. James School
Sister M. Renata Stroer, C. P. P. S.
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Crete, Nebraska 68333

Crete Public Schools
Mr. Keith E. Wrederspan, Superintendent
11th and Linden
Crete, Nebraska 68333

Dorchester Public Schools
Mr. Galen L. Johnson, Superintendent
Box 8
Dorchester, Nebraska 68343

Exeter Public Schools
Mr. LaVern Gillett, Superintendent
Exeter, Nebraska 68351

Friend Public School
Mr. Rod Bartels
501 Main Street
Friend, Nebraska 68359

Hebron Public Schools
Mr. Ramon L. Mieth, Superintendent
10th and Eads
Hebron, Nebraska 68370

Humboldt Public School
Mr. Darrell L. Montgomery, Superintendent
Box 278
Humboldt, Nebraska 68376

Peru State College
Dr. Keith Melvin
Chairman, Education Department
Peru, Nebraska 68421

Central Public Schools
Mr. Rolland L. Fenster, Principal
Raymond, Nebraska 68428

St. John's Lutheran School
Mr. R. J. Lemke, Principal
877 North Columbia
Steward, Nebraska 68434

Concordia Secondary Laboratory School
Reverend M. R. Cloeter, Director
800 North Columbia
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Concordia Teachers College
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Wisner-Pilger Public School
Mr. R. Harrach, Superintendent
Wisner, Nebraska 68791

St. Mary's Cathedral School
Sister Helen Urban
502 West Division
Grand Island, Nebraska 68801

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Department of Education
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Sandhills Public Schools
Paul E. Embree, Superintendent
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Dr. Robert Rosenlof
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Lexington public Schools
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Lexington, Nebraska 68850

Loup City Schools
Mr. Sidney V. Chase, Superintendent
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Hastings Public Schools
Mr. Gary Lake, Assistant Superintendent
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Bertrand Community School
Mr. Kendall S. Moseley, Superintendent
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Oxford Community Schools
Mr. William H. Minchow, Superintendent
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Sutton Public Schools
Mr. Edwin A. Schaad, Superintendent
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Sutton, Nebraska 68979

McCook City Schools
Mr. E. Warren Peterson, Superintendent
700 West 10th Street
McCook, Nebraska 69001

Saint Patrick School
Sister Adelaide Donovan
609 East 3rd Street
McCook, Nebraska 69001

St. Patrick Junior—Senior High School
Mr. Bill McGahan, Principal
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North Platte, Nebraska 69101

Cozad City Schools
Mr. Rodney L. Koch, Superintendent
17th and Meridian
Cozad, Nebraska 69130

Syracuse Dunbar School
Mr. Don Craig, Superintendent
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Syracuse, Nebraska 68446

Waverly District #145
Mr. C. E. Seevers, Superintendent
Waverly, Nebraska 68462

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Mr. Roger A. Clough, Superintendent
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University of Nebraska
Lincoln, Nebraska 68508

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Dr. G. P. Stone
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University of Nebraska
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St. Teresa School
Sister Leonarda
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Albion City Schools
Mr. Gerald B. Jordan, Superintendent
550 South 5th Street
Albion, Nebraska 68620

Aquinas High School
Reverend Adrian Herbek
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Howells Public School
Mr. Arnold Jakubowski, Superintendent
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Schuyler Public Schools
Bryce Chalquist, Superintendent
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School District #10
Mr. Samuel D. Bell, Superintendent
Stromsburg, Nebraska 68666

Northeastern Nebraska College
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Allen Consolidated Schools
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Bloomfield Community Schools
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Mrs. Marlys Mortensen Say, Superintendent
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Oklahoma College of Liberal Arts
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KANSAS

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